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ABSTRACT

This bibliography on foreign language instruction and career preparation is divided into four parts. Part I presents general materials on the intersection of foreign language instruction and career preparation. Materials in Part II provide specific examples of programs or courses that are designed to address the issue of preparation of students of foreign languages for employment, especially in areas other than teaching. Part III presents materials describing occupations that call for skills in foreign languages. Part IV contains references to courses designed to teach foreign language skills related to specific occupations. While many of the documents may be of interest to broad audiences, Parts I and II may be of particular interest to teachers, counselors, administrators, or program planners; Parts III and IV are of special interest to students. Within the context of this document, the term "foreign language" refers to languages other than English that are or might be taught in U.S. or Canadian schools and universities. Foreign language competence refers to the ability to speak, understand, read, and write with a considerable degree of proficiency in a language other than English. (Author/CLK)

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Foreign Language Instruction and Career Preparation: A Selected, Annotated Bibliography

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FOREIGN LANGUAGE INSTRUCTION AND CAREER PREPARATION:

A SELECTED, ANNOTATED BIBLIOGRAPHY

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Introduction

This annotated bibliography was originally compiled by the Olympus Research Corporation (Salt Lake City, Utah) and their subcontractor, Educational Development Corporation (Austin, Texas) as a part of the Languages for the World of Work project (LWOW), which was funded to the State of Wyoming by the United States Office of Education's Division of Manpower Development and Training. With the permission of Olympus Research, the ERIC Clearinghouse on Languages and Linguistics of the Center for Applied Linguistics has selected 58 titles from the original 337 contained in the LWOW bibliography and has added some recent titles. Selections were made by Ernest J. Wilkins, Project Director of LWOW, and by Richard I. Brod, William De Lorenzo, Peter A. Eddy, and Dora Kennedy. The annotations have been rewritten in considerably shortened form by Rosemary Tripp.

The bibliography is divided into four parts. Part I presents general materials on the intersection of foreign language instruction and career preparation. Materials in Part II provide specific examples of programs or courses that are designed to address the issue of preparation of students of foreign languages for employment, especially in areas other than teaching. Part III presents materials describing occupations that call for skills in foreign languages. Part IV contains references to courses designed to teach foreign language skills related to specific occupations. While many of the documents may be of interest to broad audiences, Parts I and II may be of particular interest to teachers, counselors, administrators, or program planners; Parts III and IV are of special interest to students.

Throughout, reference is made to "foreign language" instruction or training. For the purposes of this document, this term refers to languages other than English that are or might be taught in U.S. or Canadian schools or universities. Foreign language "competence" or "skills" refers to the ability to speak, understand, read, and write with a considerable degree of proficiency in a language other than English.

The concept of combining instruction in foreign language with training preparatory to employment, especially in areas other than teaching, is relatively new. For those involved in teaching or learning foreign languages, it is an exciting concept, and it should be an encouraging sign to potential employers that programs are under development or under way to provide students with both the language skills and professional background important to employment. We hope this bibliography will be of interest and useful to teachers, students, and employers, and that it will help encourage further research, planning, and activity related to languages for the world of work.

I. Introductory Materials

American Council on the Teaching of Foreign Languages. "Revitalizing Foreign Language Instruction through Career Education." In Career Education in the Academic Classroom. Salt Lake City: Olympus Publishing Company, 1975.

This article, part of a collection relating career education to specific academic subjects, presents the view that foreign language instruction must address itself to current needs, while maintaining its integrity as an academic discipline. Such a revitalization can be accomplished through an emphasis on career education. Students' foreign language training and career education should relate to their career goals and choices. Sample exercises are given to help instructors encourage students to focus their interests. A list of selected references is included.

Anderson, Charlotte. "The Role of Foreign Languages in the Total Curriculum." Bulletin of the Association of Departments of Foreign Languages 6 (September 1974): 20-22.

This paper discusses the need for cooperation between foreign language instruction programs and career training programs in higher education. Such cooperation, however, must not result in lower standards for students' language proficiency. The author refers to a program at Pennsylvania State University, which joins foreign language instruction with other areas of study--for example, English, study skills, history, social sciences, business, mathematics, and the physical sciences. She warns, however, that if the foreign language department strives too hard to accommodate the requirements of other departments, it might become little more than a service discipline with little identity of its own.

Brod, Richard I. "Careers and the Foreign Language Department." Bulletin of the Association of Departments of Foreign Languages 6 (November 1974): 16-22.

Recognizing the current interest in career education, the author of this article suggests the viability of teaching foreign languages as auxiliary or supportive skills. Foreign language educators are urged to meet the increasing demand for instruction from individuals who, because of their primary occupation or career interest, seek new foreign language skills. Special courses, designed by high schools, colleges, and universities to meet this need, are cited as examples of the trend toward providing relevant foreign language instruction keyed to selected

occupations and careers. Several methods for establishing and implementing such a career-oriented approach are outlined.

Ford, James F. "A Foreign Language Educator Looks at Career Education." Arkansas Foreign Language Newsletter 7 (January 1973): 1-9. ED 073 722

This article, concerning the role of foreign language instruction within the framework of career education, provides several definitions of career education, a description of the Comprehensive Career Education Model being developed by the Center for Vocational and Technical Education at Ohio State University, and suggestions of ways in which foreign language instruction can be oriented toward career education.

Kirylak, Lucie. "Foreign Language Career Preparation." Bulletin of the Association of Departments of Foreign Languages 5 (September 1973): 42-47.

Foreign language study focusing on literature and civilization may prepare students for teaching; however, it neglects the non-teaching careers where knowledge of a foreign language is essential to job performance. This article advocates alternative instructional programs that would enable foreign language students to prepare for careers in business, foreign trade, science, and other professions requiring foreign language proficiency. The author discusses her study of the needs for bilingual personnel in German and Swiss companies in New York City, Long Island, and New Jersey.

Lester, Kenneth A. and Toby Tamarkin. "Career Education." In Responding to New Realities. The ACTFL Review of Foreign Language Education. Skokie, Illinois: National Textbook Company, 1974.

Career education, as defined by the federal government, begins with career awareness in grade one and moves toward a more specific orientation at the upper elementary grades. "Career clusters" are explored at the junior high level in anticipation of in-depth exploration and preparation at the senior high level. The authors suggest that teachers may need to devise a career cluster system different from that used by USOE--one that will be more helpful in counseling students interested in exploring employment opportunities. Topics discussed in the article include career education in foreign languages, career education in adult education and higher learning, community schools and work experience programs, and job placement. Also, the behavioral objectives of a 10th grade career development unit, "French Language Skills in the United States," are outlined. An extensive bibliography is provided.

Lippmann, Jane N. "Rationale for Language Study." In The Challenge of Communication. Skokie, Illinois: National Textbook Company, 1974.

The author discusses the resistance to foreign language education in institutions and the subsequent declining enrollments. She points out that responsibility for the decline might rest with those foreign language departments whose exclusive interests lie in teaching literature, while their students appear to be career-oriented and security-concerned. The foreign language teacher must begin to address these needs. The author cites jobs that could utilize a foreign language, but points out that the individual must have job skills first. An extensive bibliography is included.

Michigan City Education Association. "Open Minds, Open Doors." Our Schools, American Education Week Supplement (October 27 - November 2, 1974): 4.

This article stresses the importance of foreign languages in nearly every kind of occupation, as evidenced by the growing involvement of the United States in international business. Cited are the 1972 MLA survey and the U.S. Department of Labor's Occupational Outlook Handbook, both of which indicate the importance of foreign language skills in all types of jobs.

Murphy, Anne. "Undergraduate FL Training and Social Science Research." Bulletin of the Association of Departments of Foreign Languages 6 (September 1974): 37-39.

This article expresses the author's concern that the undergraduate liberal arts student majoring in foreign languages gets little insight into social analysis, and graduate students in political science have difficulty in meeting language requirements. The author believes that language training at present provides an uncritical appreciation of and only a superficial exposure to the social and political aspects of culture. If the student is to communicate in a foreign language, knowledge of such aspects as trade patterns, regional competition, child-rearing patterns, population movements, economic growth sectors, as well as intellectual trends and scientific research is crucial.

Northeast Conference on the Teaching of Foreign Languages. "Toward Student-Centered Foreign Language Programs." Report of the Working Committees. Montpelier: The Capital City Press, 1974. ED 100 144

In a report entitled "Careers, Community, and Public Awareness," one of the working committees of the Northeast Conference suggests the need to make available career-oriented foreign language instruction programs not only to the non-language major but also

to the larger community for the benefit of those populations who speak a foreign language. This report includes several descriptive examples of career-oriented, interdisciplinary foreign language programs currently offered in high schools and colleges. Career clusters are explored, and certain careers requiring foreign language competencies are reviewed. An appendix of readings related to careers in foreign languages is included.

Potter, Edithe J. "Revitalization of Foreign Language Programs in Higher Education." Foreign Language Annals 5 (December 1971): 206-10.

The author suggests that foreign language departments examine the reasons for decreasing enrollments in college foreign language study and take appropriate action to reform the content and the form of instruction in order to attract and hold students' interests. There is a need, for example, to capitalize on young people's social and political awareness; furthermore, there is a need to assist non-language majors in order to qualify them for jobs requiring foreign language skills. The establishment of interdisciplinary programs is seen as a viable alternative for meeting these career needs.

Sophusson, Beret. "Vocational Emphasis in the Teaching of Culture and Civilization." Portland, Oregon: Pacific Northwest Conference on Foreign Languages, 1974. ED 102 861

A discussion of the importance of foreign language study to high school and college students seeking employment after graduation is presented. In addition, the significance of teaching culture in a foreign language curriculum as exemplified by the FLES program of the Eugene, Oregon, public school system is discussed. Careers that depend on the knowledge of a foreign language are listed. It is suggested that performance in these careers can be enhanced by a knowledge of culture as well as of language. Finally, a few examples of programs in which both language and culture are taught as a means of improving career opportunities are provided.

Steiner, Florence. "Career Education and Its Implications at the National Level." The Modern Language Journal 58 (April 1974): 186-91.

The developing concept of career education is explored in relation to the study and teaching of foreign languages. The author notes that career education provides the momentum for needed reform in foreign language teaching. Greater flexibility should be built into foreign language study programs, enabling students to prepare for a cluster of careers to which foreign language skills are ancillary.

Teitelbaum, Sidney L. "The Selling of Foreign Languages." Paper presented at the Colloquium of the New York State Association of Foreign Language Teachers, Albany, May 1972. ED 063 846

The author suggests that foreign language teachers adopt a "sales" approach in encouraging students to enroll in language courses. One such approach is based on consumer motivation and calls for selling foreign language training in terms of the success it will bring to the individual's career. Career fairs and conferences are recommended as vehicles for communicating the importance of foreign language skills in careers.

Walser, F. LeRoy. "A Preliminary Look at Potential Job Alternatives for Bilingual Students and Students of Foreign Languages; A Career Education Concept." Paper presented at the Association of Departments of Foreign Languages Annual Meeting, New York City, December 1972. (Mimeographed.)

This paper discusses the concept of career education, its many implications for foreign language study, and the development of curriculum for foreign language courses. The author cites the strong federal support for career education. On the basis of an HEW feasibility study, he concludes that the goal of a bilingual/bicultural component in a career education program should be to develop foreign language capacity plus a salable skill. Three models that suggest further foreign language projects within career education are discussed: (1) a language certification program developed by the U.S. Travel Service and the American Hotel and Motel Association, (2) the Multilingual Port Receptionist Program, and (3) Travel Phone USA. The author suggests that the outdated motivation for foreign language study in grades seven through twelve must be replaced by a career education approach, that the curriculum content of foreign language courses must change, and that students must be made aware of careers that require or would be enhanced by bilingual/bicultural skills.

II. Specific Programs

The American University. "BCIU Training Program at the American University, Washington, D.C." Business Council for International Understanding, n.d. (Mimeographed.)

This BCIU publication describes programs taught by the organization at AU to prepare business managers and their families to function effectively in any area or country. Included are an outline of BCIU's approach to teaching language and cultural awareness, and functional descriptions of specific programs. Among these are

programs for (1) U.S. managers going abroad, (2) U.S. or national corporate officials with international responsibilities, (3) foreign nationals coming to the U.S., and (4) U.S. managers returning home, as well as in-house group international management seminars and high-intensity language instruction.

Browning, Meshach. "Career Awareness in Foreign Language Instruction." A component of Project Aware, Braddock Junior High School, Cumberland, Maryland, 1969-70. ED 071 519

The purpose of Project Aware was to make the student cognizant of the need for occupational and career exploration as early as possible. This outline of the program contains basic procedures, and sample objectives, textbook reviews, newspaper reviews, community surveys, materials for teacher awareness training, lesson plans, evaluations of activities, and redefinitions of objectives and goals.

Bung, Klaus. "The Foreign Language Needs of Waiters and Hotel Staff." Paper presented at a symposium on "A European Units/Credits System for Modern Language Learning by Adults," St. Wolfgang, Austria, June 1973. Strasbourg, France: Council of Europe, Committee for Out-of-School Education and Cultural Development, 1973. ED 086 009

This presentation, excerpted from a larger study, examines those aspects of a language that waiters need to command in order to provide services effectively to foreign guests. Language teaching based on the learner's specific occupational needs is urged. In particular, the functional structures of the language relevant to certain activities should be taught. A systems approach, including flowcharts, is presented for such an instructional program.

Career Awareness and Foreign Languages: An Addition to the Junior High School Curriculum in French and Spanish. New York, N.Y.: American Council on the Teaching of Foreign Languages; Uniondale, N.Y.: Uniondale Union Free School District, 1974.

The general goal of this guide is to add a new dimension to the junior high school curriculum in French and Spanish. It is planned to make students aware that knowledge of a foreign language plays an increasingly important role in many occupations. Three programs are developed around three clusters of careers--communications, services, and marketing. The purpose of each program is to present the varying degrees of foreign language knowledge needed in each job, and to provide students with first-hand experience in observing people at work. Detailed program activities, presentation methods, materials, and job opportunity lists are included. Suggestions for field trips, notes on a background information packet, and a bibliography are appended.

The Chamber of Commerce of the United States. "Learning to Do as the Romans Do." Nation's Business (September 1974): 84-85.

This article describes a three-semester course given at the American Graduate School of International Management (Thunderbird) in Glendale, Arizona, where students can earn a master's degree in International Management. Students, both foreign and American, take courses that emphasize the cultures and languages of those countries where they expect to work. They are also taught subjects similar to those offered in other graduate business programs.

De Camp, Joseph E., Jr. "ADFL Forum: Foreign Languages and Careers." Bulletin of the Association of Departments of Foreign Languages 5 (November 1973): 51-52.

Millersville State College currently has under way or in the planning stages several programs designed to relate the study of foreign language to careers. Several of these programs are briefly described, and a brochure and handout illustrating "the multitude of possibilities of careers in foreign languages" are presented.

Dill, Wolfgang et al. "Second-Language Education and Career Education. Guidelines for the Integration of Second-Language Education and Career Education." 1975. ED 119 461

This book is a guide and work manual for foreign language teachers. The author presents teaching goals and learning activities that contribute to the preparation of students in their roles as learner, citizen, consumer, producer, and family member. The manual describes many possible second language learning activities, including those that enable students to explore career possibilities, prepare for a career requiring skills in a second language, and learn techniques for obtaining employment. An extensive list of resources is given which the teacher can use to implement the suggested learning activities.

Gaeng, Paul A. "The Certificate in Business Administration Program at the University of Cincinnati." Bulletin of the Association of Departments of Foreign Languages 6 (November 1974): 5-6.

This paper describes a combined foreign language/business program being offered by the University of Cincinnati. The program, a joint effort of the Department of Germanic and Romance Languages and the College of Business Administration, is designed to give foreign language and business majors greater potential for employment upon graduation, specifically in the field of international business. The program leads to a certificate in Business Administration and a B.A. degree in the Arts and Sciences, with a major in French, German, or Spanish. The paper

describes the structure of the program and provides a model four-year program.

Kennedy, Dora F. et al. "Career Education--Foreign Languages." Upper Marlboro, Md.: Prince George's County Board of Education, 1974. ED 100 158. [Supplement: ED 116 462]

This guide is designed to help teachers in all disciplines to expand students' awareness of foreign languages and their importance in career education. The guide urges interdisciplinary cooperation between foreign language instructors and other teachers. Study and activity suggestions using foreign languages are made for elementary, junior high, and senior high schools in math, music, art, geography, science, and other subjects, along with lists of careers in each field that might require a foreign language. Teaching units following certain elementary French and Spanish texts and designed to make students aware of foreign language career possibilities are outlined, followed by suggested activities for students planning to acquire a second language as a primary or secondary job skill in various fields. Detailed units on Spanish business letter-writing and ecology studies in French are presented. Appendices include bibliographies and lists of useful agencies.

Lonay, Joanne. "A Curriculum Packet on Careers and Foreign Languages." Seattle, Wash.: Highline Public Schools, 1974. ED 104 142

This curriculum packet was written for the Career Alternatives Model Project of the Highline Public Schools. The model can be adapted for use by language teachers who want to present to their students an up-to-date picture of the career-related uses of foreign languages. The packet contains a chart showing career opportunities in foreign languages as they relate to some major job categories, career briefs arranged in outline form by job categories and based on local interviews, career packages corresponding to the career brief outlines, suggestions for in-class use, and a working bibliography.

Merklein, Helmut A. "Languages and Business." Bulletin of the Association of Departments of Foreign Languages 5 (May 1974): 7-9.

The decline in foreign language enrollments in recent years has given rise to the study of alternative foreign language careers and programs. At Southern Methodist University, a program emphasizing vocational aspects of foreign language study (commercial language, translation, and interpretation) leads to the bachelor of applied sciences (B.A.S.) degree in Foreign Languages. Several graduate school programs are described: one offers graduate-school-only business curricula, enabling the

foreign language major to enter the M.B.A. program without previous knowledge of business; others combine business and foreign language courses in the graduate degree program. A study of foreign language majors' awareness of programs leading to careers other than teaching reveals such awareness to be at a low level. Suggestions and recommendations for the development of new interdisciplinary programs and curricula leading to alternative career opportunities are outlined.

Merklein, Helmut A. and George S. Cooley. "International Business without Foreign Languages?" Accent on ACTFL 4 (September-November 1974): 10-11.

This article reflects the attitude that foreign language skills are essential to international business, but that foreign language majors lack business training. The authors describe the M.B.A. program in International Management offered through the International Institute at the University of Dallas, the only one of its kind at the time of publication. Objectives and goals of the Institute are stated, and course loads, the externship program, and remunerative features of the M.B.A. degree are discussed.

Pilkenton, W. D. "A Proposal to Develop Individualized Materials for Limited Objective Career Spanish Programs." Bulletin of the Association of Departments of Foreign Languages 6 (March 1975): 39-40.

An analysis of the 1972-73 Spanish program at Mesa College indicated that only one-fourth of the student body and only a fraction of the community was being served by the program. The writer proposed that "Career Spanish," a new three-hour, three-quarter, limited-objective (understanding and speaking skills only), career-oriented Spanish course be added to the curriculum and estimates that such a program, within a few years, will serve at least twice as many student and community members. He believes that the most appropriate manner of presenting the course content is through individualized, semi-self-instructional, self-pacing, performance-oriented learning activity packets (LAPs). Other proposed course options are Medical Spanish; Spanish for Child Care and Education Majors; Spanish for Prospective Social Workers; Spanish for Prospective Stewardesses, Travel Agents, and Hotel-Motel Managers; and Spanish Commercial Correspondence.

Roessler, Helmut. "Business Careers in German at the American Graduate School of International Management." Bulletin of the Association of Departments of Foreign Languages 6 (November 1974): 14-16.

The American Graduate School of International Management has designed specialized courses, e.g., Business Correspondence;

Social, Political, and Economic Problems of Today; and Business Law--taught in a foreign language. There is now a need for textbooks in the appropriate languages for these new courses. The lack of such materials is cited as one reason why more occupation-oriented language courses are not being offered. Publishers and foreign language educators are invited to contribute texts.

Russo, John V. "The Administrative Aspects of the Development of a Bilingual Secretarial/Clerical Program at Santa Ana College." 1972. ED 062 986

At Santa Ana College, California, a bilingual secretarial/clerical program was proposed to meet the needs of the predominantly Mexican American community, and to help meet the demand for bilingual employees. The goal of the program was to improve the skills of the students so that they could perform all functions at the entry level and use their bilingual background advantageously. The report includes an outline of the curriculum, a description of the facilities and equipment, and a discussion of various learning aids used in the program. A budget analysis of the necessary facilities, equipment, and personnel is included.

Slessarev, Helga. "The International Business Option at the University of Cincinnati." Bulletin of the Association of Departments of Foreign Languages 6 (November 1974): 7-9.

Foreign language study programs are currently being designed to provide more useful offerings both to the foreign language major and to the student whose primary career would be enhanced by a working knowledge of foreign languages. Several courses that emphasize pragmatic vocabulary and practical professional considerations are described. For example, at the University of Cincinnati, students in the course "Intermediate German for Scientists and Business Majors" are permitted to select their own materials relating to business concerns and techniques, as well as to engineering, physics, biology, and other fields. The results of a questionnaire administered to students enrolled in the International Business Option are described, and suggestions are given for improving the preparation of foreign language students for careers other than in the traditional professions of teacher, interpreter, translator, or researcher.

Tinsley, Royal L., Jr. "Guidelines for College and University Programs in Translator Training." Bulletin of the Association of Departments of Foreign Languages 4 (May 1973): 15-21.

This guide, prepared by the Committee on Translator Training of the American Translators Association, is addressed to institutions of higher education that are considering the establishment of academic programs leading to careers in translation. It is

designed for use primarily with those students majoring in a foreign language who desire a minor concentration in translation, particularly in the scientific-technical field. Guidelines covering a four-semester period are provided. Three appendices are included: U. S. Colleges and Universities Offering Training for Translators, Canadian Colleges and Universities Offering Training for Translators, and Two Programs of Interest at Stanford.

Trendota, Kristina. "Executive German in the Twin Cities." Bulletin of the Association of Departments of Foreign Languages 6 (November 1974): 9-13.

This article describes "Executive German," a career-oriented program for language majors at the College of St. Catherine. Class descriptions, sequences of courses, and program objectives are given. Training materials--including texts, visual aids, printed materials from the EEC, business literature and communiques, and literary selections--are discussed, as well as the use of guest speakers.

III. Career Opportunities

This section of the bibliography deals with some specific occupations or areas of employment that utilize skills in foreign languages. It does not provide a list of organizations that seek employees having foreign language skills; such a list might best be compiled by teachers, counselors, placement officers, or students themselves. To assist users of this bibliography, however, the following sources are suggested:

1. The American International Trade Register is available on computer tape or in hard copy from the Department of Commerce, Washington, D.C. The Register includes all businesses that have an "expressed interest" in marketing their products abroad; as such it includes many firms so small that they should not generally be considered as prospective employers. Addresses and chief international officers are listed; there is no indication in the Register as to the size of the company, its assets, or number of employees. The Register is kept current; its products and services are identified in accordance with the Standard Industrial Classification codes; and it is the most comprehensive list available.

2. Fortune Magazine is issued monthly by Time/Life, Inc. Fortune annually updates information on the 500 largest industrial corporations in the U. S., ranked by sales. Most of the corporations listed are multi-national, hence the information is meaningful to anyone seeking overseas opportunities.

3. A Directory of U.S. Export Management Companies is issued by the U.S. Department of Commerce, Domestic and International Business Administration, Bureau of International Commerce. The Directory provides an alphabetical listing of all the companies, and a product index. The details given for the individual firms include address, contact executive, phone number, telex and cable numbers, and a brief description of products handled.

4. How to Find Those Great Overseas Jobs, by Ray Shaw. Long Island City, N.Y.: Aware Books, 1973. This is a paperback trade publication listing firms conducting business overseas. Although it is periodically re-issued, information may not be as current or as reliable as that provided by other sources.

5. Standard and Poor's Directory is one of the best sources of information regarding the nature of a company, its officers, its organization, products, and assets.

6. "U.S. Firms Operating Overseas," compiled by Research Projects Corporation, contains an alphabetical listing of American firms operating in 90 foreign countries. This article specifies the services or products each firm offers and provides addresses of home offices.

7. Local Chambers of Commerce, the Department of Commerce, the Department of Labor, releases from other governmental bureaus, and college placement publications may also be useful. See, for instance, "Employment Abroad: Facts and Fallacies," Washington, D.C.: U.S. Chamber of Commerce, Foreign Commerce Department, 1974.

* * *

Abramson, Paul. "Winging It--Training and Non-Training for Assignment Overseas." Training 11 (July 1974):

Data on special training provided to employees assigned to overseas locations are reported in this article. Learning the cultural background and the local language ranked among the highest priorities of the training programs reviewed. Most companies depend on outside sources for language training.

Arnold, Edwin P. "A Foreign Language Vocational Opportunities Guidance Center." Bulletin of the Association of Departments of Foreign Languages 5 (September 1973): 30-32.

The author describes his procedure for compiling a bank of information for a foreign language vocational opportunities guidance center. Intended for state-wide dissemination through Clemson University, these materials describe vocations--both in the United States and abroad--that require foreign language skills.

Cunningham, Eileen and L. Marguerite Prime. "Language and Library Science." Modern Language Journal 42 (May 1958): 248-52.

A report of the Subcommittee on Special Library Education outlines recommendations for courses of study to persons interested in entering the library profession. In addition to preparation in finance, law, science and certain technical fields, medicine, music, theatre, and journalism, it was determined that the study of languages was of paramount importance to the librarian's work. The practical use of foreign languages in library work is described, e.g., in book acquisitions, classifying and cataloging, reference library work, international relations, and in special libraries such as law, music, art, and medicine. The need for the use of foreign languages is also explored in the areas of teaching and editing in the library field.

Finlay, Ian F. Careers in Language. London: The Trinity Press, 1969.

This work presents three career areas that rely on skills in foreign languages: teaching, translating, and interpreting. Careers in which skill in foreign languages is a secondary qualification, or in which knowledge of a foreign language is ancillary, are also cited. These latter fall into 22 identified areas and include such positions as airline personnel, broadcasters, bilingual secretaries, and information officers. Three appendices are included: Organizations of Interest to Linguists, Useful Addresses, and Useful Books and Publications.

Fanning, Dorothy. "Vocational Opportunities for the Foreign Language Major." Wichita State University Foreign Language Summary 6 (November 1971): 3-6. ED 066 091

Vocational opportunities for the foreign language student are divided into two major classifications: (1) those in which the knowledge of a foreign language is the prime requisite for employment, and (2) those in which knowledge of a technical skill, trade, business, or profession plus a knowledge of a second language are required. Comments are intended for those seeking positions in education, business, and government. Other career opportunities in travel, libraries, and publishing are cited. A short bibliography is included.

Fuller, Carol S. "Language-Oriented Careers in the Federal Government." Bulletin of the Association of Departments of Foreign Languages 6 (September 1974): 45-51.

The results of a study of career possibilities for liberal arts graduates with foreign language study backgrounds are given in this article. The data are drawn from interviews held with personnel management specialists in several federal government

agencies. Two basic questions were asked: (1) what type of positions requiring foreign language skills a particular agency offers to language majors with a B.A. degree, and (2) what type of positions are offered to liberal arts graduates who majored in other areas but who have foreign language skills. Some suggestions on securing employment with these agencies are provided. Job-seekers are advised that qualifying for a position may depend more on competence and training in other areas than on language skills.

Gould, Loyal. "Languages in Communication: Explored Opportunities for Language Majors in Business and Industry." Bulletin of the Association of Departments of Foreign Languages 4 (March 1973): 34-36.

The lack of foreign language skills among individuals employed in certain career fields curtails the effectiveness of organizations in expanding their operations and services overseas. Examples are cited in this article of positions in business industry, and government--overseas and in the United States--for which there is a need to train individuals in one or more foreign languages. One example cited is a Model Cities Program in an ethnic ghetto. The author encourages foreign language educators to consider more seriously foreign language instruction for vocational use.

Hardesty, Richard T., comp. "Translating Foreign Language into Careers; Vocational Opportunities for High School and College Students of Modern Foreign Languages." Bloomington, Indiana: Indiana Language Program, 1970. ED 017 226

This study was published as a project of the Indiana Language Program (ILP), a ten-year program at Indiana University, funded by the Ford Foundation and designed to extend and improve foreign language learning in the schools of the state. Included is a brief outline of some of the opportunities available to persons who know at least one foreign language. The contents are divided into the following areas: education, federal government, United Nations, Pan-American Union, non-governmental organizations, and private business. Also included are an extensive bibliography and a list of contacts in each area from which the reader can request further career and employment information.

Harrison, Ann T. "'What Can I Do with It?': Vocational Counseling for Language Students." Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association, Tucson, Arizona, October 1972. ED 077 300

Job opportunities requiring language skills other than English in government and international business are explored, and advantages and impediments to pursuing these career choices are

discussed in this article. The need for foreign language teachers in the future and the possibilities for related new careers using foreign languages are treated in terms of continuing language study as a useful social and intellectual tool.

Hereld, William K. "Survey of Employment Opportunities Open to Graduates in Foreign Language Education, English as a Second Language, and Applied Linguistics." Austin, Texas: University of Texas, Foreign Language Education Center, 1972. ED 071 489

A survey of employed recipients of the doctorate from the Foreign Language Education Center at the University of Texas was conducted to determine the nature of positions graduates held and to identify those positions for which their background and training would qualify them. The scope of the survey extends to career opportunities for graduates with training in foreign language education, ESL, and applied linguistics. Results are summarized in the following areas: teaching on the college or university level, supervision, research and development, publishing, and other positions.

Honig, Lucille J. and Richard I. Brod. "Foreign Languages and Careers." New York: Modern Language Association, 1973. ED 103 626

The authors indicate the need for skills in foreign languages in the world of work and explain why students involved in career preparation should be aware of these facts. Internationalization of travel, growing economic interdependence of nations, international business expansion, and ethnic self-awareness are cited as important considerations in foreign language study in the United States. The report focuses on foreign language as an auxiliary skill, on careers in which foreign language skills are important, and on ways in which such skills can help in individual jobs. Descriptions of careers where foreign language skills are auxiliary are categorized as follows: business, industry, and commerce; civil service; education; law; library science; media; science; service occupations; social sciences; and travel and tourism. Careers for language specialists are described in the areas of foreign language teaching, interpreting, and translating. A list of publications relating to careers involving foreign languages and a list of useful addresses are also included.

Imhoff, Paul G. "Major in Foreign Languages and Related Areas." Washington, D.C.: Department of Health, Education and Welfare, Office of Education, 1971. ED 054 697

This article, prepared for college students majoring in a foreign language, offers occupational guidelines and suggestions for further occupational research. Lists of job titles of interest to the foreign language student, and of potential employers of

foreign language majors are included, as well as a reference bibliography on career opportunities. Information relating to U.N. interpreter positions is also presented.

Johnson, Harvey L. "Actual Occupational Outlook for Graduates in Foreign Languages." Bulletin of the Association of Departments of Foreign Languages 5 (September 1973): 33-36.

In examining the occupational outlook for college graduates majoring in foreign languages, the author expresses concern that foreign language departments may not be meeting their obligation to counsel their students on career information and future job opportunities. Consideration should be given to establishing instructional programs in which students specialize in one language with a major in social studies, for example, as opposed to the traditional language major program concentrating in two or more languages. Occupations requiring foreign language proficiency--including teaching in a Department of Labor bilingual job training program, serving as a manager in a branch of a multi-national corporation, and working in hospitals and hotels--are briefly discussed.

Karr, Susan. "Foreign Languages and Careers in Libraries." Bulletin of the Association of Departments of Foreign Languages 4 (May 1973): 22-23.

Counselors are encouraged to advise students interested in foreign languages of the "alternative career directions" that are available to them. For instance, foreign language skills are required of reference librarians. Students speaking one or more foreign languages may find their specialization particularly useful in larger academic library systems, where archives and document sections require individuals with foreign language competencies.

Keesee, Elizabeth. "Vocational Opportunity." Hispania 55 (October 1972): 632-43.

This article discusses occupations such as editing, materials development, research, and consultant work that require foreign language expertise and are available to personnel who have had teaching experience. Agencies and companies employing persons with skills in teaching foreign languages are also described, including Department of Defense schools overseas, U.S. oil companies' overseas schools, and federal agencies. Data are given on the number of Spanish and Portuguese language-essential positions available or assigned in twelve selected federal agencies surveyed in 1964. Principal federal agencies treated in detail with regard to career opportunities include the Foreign Service Institute, State Department, Foreign Service Corps, Foreign Service reserve officers, Foreign Service staff, United States

Information Agency, Agency for International Development, and Library of Congress. Companies employing overseas staff with foreign language skills are also mentioned. An extensive bibliography is included.

"Language Gap Cited in Government Report." The Linguistic Reporter 16 (February 1974).

A brief account is given of data cited in the U.S. Comptroller General's report entitled "Need to Improve Language Training Programs and Assignments for U.S. Government Personnel Overseas." Various U.S. federal agencies operating overseas list figures on the number of positions currently unfilled because of the unavailability of individuals with foreign language proficiency. Examples reflect the fact that many overseas language-essential positions are held by individuals who lack the necessary language skills to perform effectively in their occupations.

Petrello, George J. and Barbara Petrello. "Help Wanted: Vocational Training for the Bilingual Job Market." Business Education Forum 27 (January 1973): 7-8.

Knowledge of one or more foreign languages is becoming a requirement for a wide variety of positions. The authors of this article reviewed the classified advertising section of a Sunday edition of the New York Times and found 103 different advertisements seeking applicants having a knowledge of some foreign language. These are indicated in a table according to occupation and language. A possible merger between vocational education and foreign language education is explored, and suggestions are given for developing foreign language programs with occupational relevance.

Colquitt, J. et al. An Analysis of Multinational Corporations' Perception of Their Requirements for International M.B.A. Degree Holders. Irving, Texas: The University of Dallas International Institute, 1974. ED 096 836

This study was undertaken to assess the U.S. corporate demand for Americans holding an M.B.A. degree with a concentration in International Management, the U.S. corporate demand for foreign nationals holding a similar American M.B.A. degree, and the corporate perception of the value of foreign languages in such an international curriculum. A questionnaire was sent to 1,050 corporations doing a significant amount of international business, including approximately 250 foreign-based firms doing business in the United States. The following conclusions can be drawn from the study: (1) true language fluency is a valuable asset for the individual as long as he also has technical business credentials to accompany his language skills; (2) an American who has lived and studied abroad is perceived to be more

valuable than his counterpart who has not, though not as much so by larger corporations; and (3) there is a strong demand for foreigners who have been trained in America, particularly for work overseas.

Terras, Rita. "The 'Market' for German-Speaking Employees: A Survey of Business and Non-Academic Organizations." Bulletin of the Association of Departments of Foreign Languages 6 (March 1975): 26-28.

This article reports on a survey of the number and kind of job opportunities, other than teaching, available to students bilingual in German and English. Responses to a questionnaire, sent to 100 organizations known to have or considered likely to have international relations, were analyzed. The data showed that of the 58 organizations employing personnel having German language skills, 39 firms offered more than 8,539 job opportunities. Business engineering and economics, respectively, were listed as the major fields where combinations of skills including foreign language were preferred. The study results suggest not only that there is a far greater need than is generally assumed for German language skills in careers in business, industry, or service organizations, but that there exists an immediate need for applicants highly skilled in the German language.

United States Department of State and United States Information Agency. Foreign Service Officer: Examination for Foreign Service Officer Careers, 1974. Washington, D.C.: U.S. Government Printing Office, 1974. Order No. 0-547-795.

This publication discusses the competitive written examination given to candidates for career appointments as Foreign Service information officers of the United States Information Agency. It explains eligibility requirements, application procedures, appointment qualifications, and career responsibilities in the Department of State and the U.S.I.A. The written examination is detailed, and samples of test questions are included. Complete information is given regarding registration and location for the examination.

Walser, F. LeRoy. "Career Education Holds FL Challenge." Hispania 57 (March 1974): 147-49.

The author suggests that the career education concept has many implications for foreign language study and curriculum development. The U.S. Department of Health, Education, and Welfare is studying the feasibility of including a bilingual-bicultural component within career education programs on the assumption that many jobs require second language skills. Several examples are given of the need for business, industry, government, or labor to fill jobs requiring various degrees of foreign language

competency. The causes of decreasing enrollments in foreign language programs are examined, and recommendations are made for institutions of higher learning to extend their language training programs to include an occupational or career education component.

IV. Curriculum Materials

Defense Language Institute. "Arabic Basic Course: Basic Dialogues for Airport Facilities." Washington, D.C.: Department of Defense, Defense Language Institute, August 1971. ED 054 683

This material is a supplement to the advanced phase of the "Arabic Basic Course," developed and implemented at the Defense Language Institute. Its purpose is to acquaint students with specialized terminology in Modern Standard Arabic pertaining to takeoff and landing procedures. Dialogues are written in English and Arabic.

Defense Language Institute. "Chinese-Mandarin: Basic Dialogues for Airport Facilities." Washington, D.C.: Department of Defense, Defense Language Institute, July 1971. ED 054 685

This booklet introduces basic dialogues in English and Chinese-Mandarin for utilization at airport facilities. The terminology pertains to takeoff and landing procedures.

Defense Language Institute. "Czech Basic Course: Air Force Dialogues." Washington, D.C.: Department of Defense, Defense Language Institute, July 1971. ED 054 684

This is part of a series of supplementary materials used in the final phase of the "Czech Basic Course," developed and implemented at the Defense Language Institute to acquaint students with specialized Czech terminology pertaining to airport takeoff and landing procedures. Dialogues are presented in English and Czech.

Defense Language Institute. "Spanish Basic Course: Radio Communications Procedures, USAF." Washington, D.C.: Department of Defense, Defense Language Institute, July 1971. Report No. R-01LA24. ED 053 619

This guide to radio communication procedures is offered in Spanish and English as a means of promoting closer working relationships among United States Air Force personnel and Latin American aviators and technicians. Eight dialogues concerning routine flight procedures and aerospace technology are included.

Gonzales-Ravelo, Elena. "Spanish Shorthand--Speedbuilding, Business Education: 7707.22." An Authorized Course of Instruction for the Quinmester Program. Miami, Florida: Dade County Public Schools, 1972. ED 083 875

This booklet describes a course designed to build secretaries' speed in Spanish shorthand. Topics include a course description; course enrollment guidelines; course content; suggested procedures, strategies and learning activities; evaluation instruments; and resources for students and teachers. An appendix contains additional information such as Spanish business vocabulary and tests on grammar, syllabification, and punctuation.

Gonzales-Ravelo, Elena. "Spanish Shorthand--Theory, Business Education: 7707.12." An Authorized Course of Instruction for the Quinmester Program. Miami, Florida: Dade County Public Schools, 1972. ED 083 873

This booklet describes a course of instruction for Spanish shorthand. Topics discussed include course description; course enrollment guidelines; course content; suggested procedures, strategies and learning activities; evaluation instruments; and resources for students and teachers. An appendix contains Spanish business vocabulary, brief forms, and Spanish shorthand phrases.

Pérez, Esther R. Manual for the Bilingual Secretary in the Community. San José, California: Aztlan Today Co., c. 1972.

This manual is intended to improve communication between governmental, medical, and commercial agencies and the Spanish-speaking community. Secretarial principles and general skills are treated as well as bilingual vocabulary and grammar instruction.

Seymann, Marilyn R. Basic Spanish for Health Personnel. Garden Grove, California: Training Corporation, 1973.

This text is designed for professionals in health-oriented fields providing services to Spanish-speaking clients. It provides instruction of a highly practical nature, permitting, at minimum, adequate communication between the professional and the Spanish-speaking client. Medical-health vocabulary instruction is specific and practical, as are the language structures deemed necessary for effective medical-health communications.

Wringe, C. A. An Intensive French Course for Travel and Business. London: Heinemann Educational Books, 1969.

This material, designed for businessmen, has also been used with groups of secretarial classes and as a general "brush-up" course for adults. The course consists of eight audiolingual lessons,

each including a reading text, three recorded dialogues, and extensive laboratory exercises. A teacher's manual, students' manual, vocabulary list, and eight tapes are included.

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